



CHARM-EU

Mentor Handbook



Contents

1. Introduction	4
2. Mentoring and CHARM-EU teaching.....	4
2.1. CHARM-EU curriculum design and mentoring.....	4
2.2. Indicative mentor timeline within the CHARM-EU Master’s	6
2.3. CHARM-EU assessment programme and mentoring	6
2.3.1. How do mentors fit within the CHARM-EU assessment process?	7
3. Being a CHARM-EU mentor.....	9
3.1. Mentoring goals	9
3.2. Mentor responsibilities	9
3.3. Mentor time commitment	10
3.4. Best practices for mentoring.....	10
3.4.1. Mentoring relationship	11
3.4.2. Types of questions used in mentoring	12
3.4.3. Characteristics of a “good mentee”	13
3.5. The Student mentee / Mentor meetings.....	13
3.5.1. The first meeting	14
3.5.2. Meetings during the Masters	14
3.5.3. Final meeting.....	15
3.5.4. Activities in all meetings.....	16
3.6. Top tips for mentoring	16
4. Training, administration and logistics	17
4.1. Training information	17
4.1.1. Training before the academic year	17
Masterclass: Best practices for mentoring and good mentoring techniques.....	17
E-module assessment programme.....	17
4.2. Support for Mentors	18
4.3. Accessing student e-portfolios.....	18
5. Contact information	18
5.1. Mentor manager	18
5.2. First line administrative support	18
5.3. Mentor payment and contracts	18



	3
5.4. Pedagogical support.....	19
6. Appendix A: Sample introductory email to student.....	20
7. Appendix B: Sample mentor / student exercises	21
8. Appendix C: SMART Learning Goals	22

1. Introduction

Mentee mentor relationships are an invaluable part of teaching and learning, both for the mentee and for the mentor themselves. Mentees gain practical advice, insights, and guidance from an experienced mentor, are supported in developing learning goals, and access a supportive knowledgeable, empathetic sounding board. Mentors mutually develop questioning, facilitation, and active listening skills, and are given an opportunity to reflect on their own life experiences and career choices.

Mentors in CHARM-EU are a key part of our teaching and learning programme. They meet regularly with students (known as student mentees in this document) during the 18-month Master's programme to help them progress and reach CHARM-EU Programme Learning Outcomes (PLOs).

'Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be. (Eric Parsloe, quoted in Keele University document, 2014)'

This handbook explains the CHARM-EU mentor role, summarises how mentoring fits in with the overall CHARM-EU assessment programme, provides practical guidelines for mentoring, and gives information on logistical and administrative aspects.

2. Mentoring and CHARM-EU teaching

To prepare for your role as a mentor, it is important that you understand how mentoring fits in with the CHARM-EU curriculum design and our assessment programme. We will summarize these briefly, but you can find more information about these topics in the linked documents.

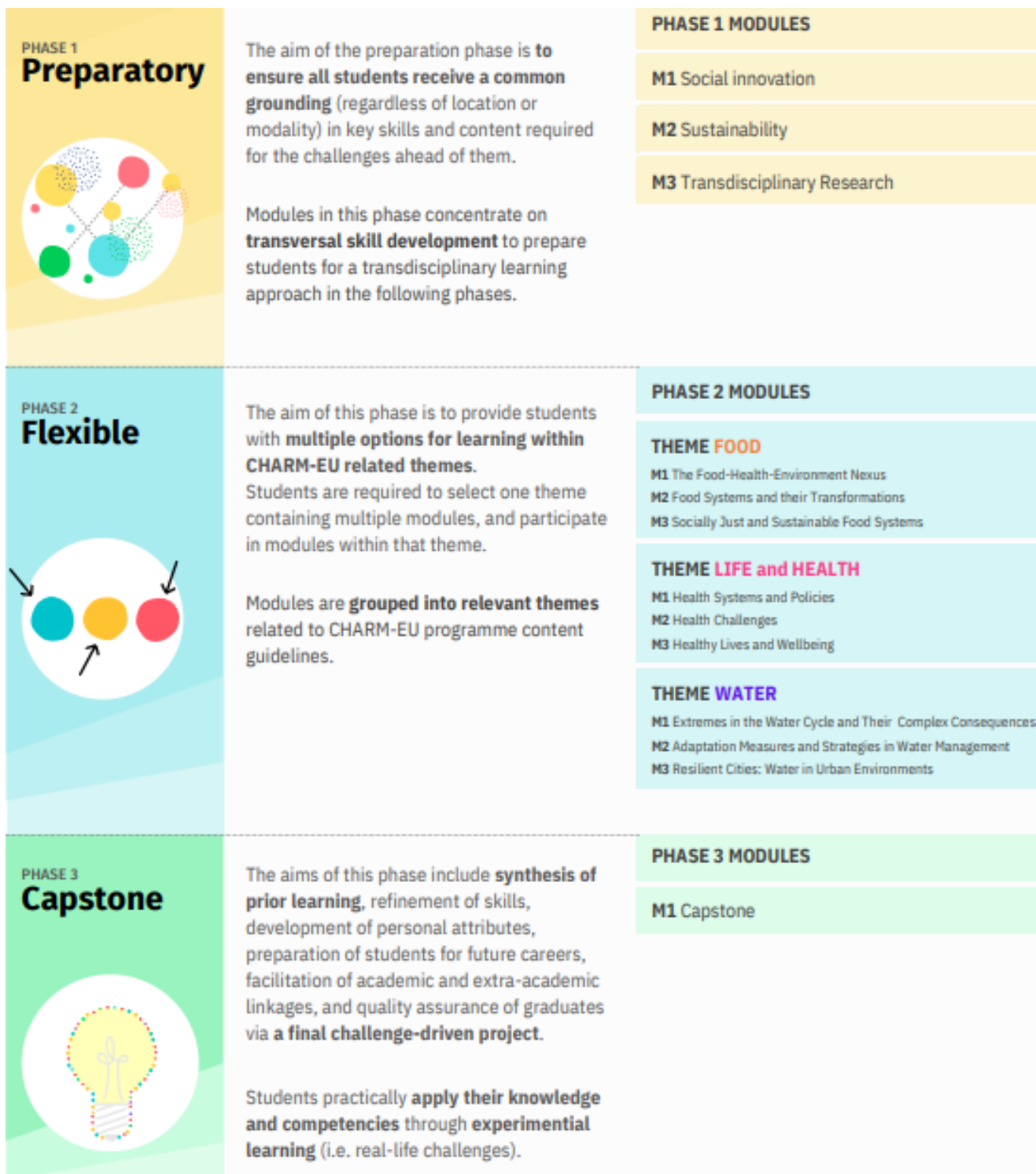
2.1. CHARM-EU curriculum design and mentoring

CHARM-EU uses an innovative three-phased programme structure for teaching and learning; Phase 1 (Preparatory), Phase 2 (Flexible), and Phase 3 (Capstone). Each of these phases include modules aligned with CHARM-EU educational principles, vision, mission, and values. Students complete three modules in Phase 1 and Phase 2, and one module in Phase 3 (a total of 7 modules). Figure 1 describes the three phased structure using modules on this Masters'.



Our mentors are located across these three phases and engage with student mentees throughout the entire Master's programme.

Figure 1: The CHARM-EU three phase programme structure



For the first iteration of an educational programme in CHARM-EU, mentors will be mentoring student mentees studying on the Master's in Global Challenges for Sustainability. Follow this [link](#) for a full description of the CHARM-EU Master's in Global Challenges for Sustainability¹.

2.2. Indicative mentor timeline within the CHARM-EU Master's

Student mentees and mentors meet at the beginning of each Phase and during the rest of the Phase as required (see Figure 2 below). For example:

- In Phase 1, mentors and student mentees have an introductory meeting at the beginning of the Phase in September 2022.
- For the rest of the Phase, mentors and mentees have a maximum of 3 contact hours for meetings.
- There should be a minimum of one mentor meeting in each phase where a mentor advice form is completed. This form should be completed before week 10 of each phase.

These meetings can be online or offline and are organized by the mentor and mentee or ad hoc if desired. (For example, 6 individual 30 minute meetings)

- The same process is used in Phase 2 and Phase 3.

To comprehend more about mentor meetings and their relevance to CHARM-EU assessment, it is important to understand the broader CHARM-EU assessment programme.

2.3. CHARM-EU assessment programme and mentoring

In each module, students are given a variety of module assessments, and are assessed by diverse assessors such as teachers, stakeholders, other students in the same team (peers) or from other teams, and self-assessment (e.g. presentations, essays, group projects, multiple choice questions).

¹ Although our current Master's programme relates to Global Challenges for Sustainability, mentors are not expected to be content or disciplinary experts in this space.



These module assessments do not lead to a pass/fail decision itself but provide **meaningful feedback** to the student. So instead of learning for a test, students are encouraged to develop themselves.

This means that a student will not be 'punished' for underperforming on a module assessment, but rather feels encouraged to work on his or her competency gap and show later on that he or she managed to fill the competency gap. This also means that we give students time to improve and reflect on module assessments and create follow-up opportunities for them.

The CHARM-EU assessment programme assesses the student's development over a long period of time. There is a focus on encouraging students to set their own learning goals to achieve the Programme Learning Outcomes.

Mentors meet with mentees to discuss and support them in the feedback they receive for their module assessments.

2.3.1. How do mentors fit within the CHARM-EU assessment process?

- Before a student-mentor meeting the mentor review two key elements:
 - The mentor goes through the **feedback** the student receives during the module assessments and how the student enacted on this (functioning as a 'flagging system'). This feedback is located in the ePortfolio.
 - The student mentee completes a **reflection** on their current progress in the ePortfolio. The mentor reviews this reflection.
- The mentor meets with the student and discusses the received feedback and together they take actions to improve future performance.
- The mentor writes a piece regarding his or her view on the student's progression and performance on the PLO domains. This is known as a **mentor advice form** and will be included into the e-portfolio. This form should be completed at least once during each phase.
- In addition, the mentor coaches the student's learning journey.
- The collection of module assessments and mentor advice form a rich and sharp picture of the student's performance. All assessment information is uploaded in the e-portfolio and at the end of the Phase assessed by the examiners of the Portfolio Assessment Committee.

For a full description of the CHARM-EU assessment programme, please read our Assessment Handbook.

Figure 2: The CHARM-EU Assessment Journey



3. Being a CHARM-EU mentor

Now that you have been introduced to mentoring within CHARM-EU teaching and learning design, we will explore the role of the mentor, and give you practical guidelines for how you can successfully support and mentor students.

Remember, all mentors will be provided training before they begin their mentoring. These guidelines are a reference for mentors.

3.1. Mentoring goals

- Acknowledging and stimulating effective student performance
- Building a safe relationship between the mentor and the mentee
- Creating opportunity for open conversations (sharing the joy and limitation of learning)
- Contributing to mutual and multi-perspective reflections on the student mentee's progress
- Maintaining a professional community of learners (incl. mentors and mentees)
- Planning next steps and evaluating past milestones the student's learning trajectory without judgement
- Providing an advice regarding the student's progression and performance on the PLO domains.

3.2. Mentor responsibilities

A CHARM-EU mentor has the following responsibilities:

Pre-mentoring activities

- Complete a CHARM-EU mentor training programme (Fall 2022).
- Meet with students, CHARM-EU teaching staff, and other mentors at the start of the Masters programme (September 2021).

Mentoring students

- Maintain regular contact, and provide support, coaching and guidance to up to 5 students throughout the Masters programme (September 2022 – January 2024);
- Preparing for student meeting by reviewing Module assessments in the E-Portfolio;
 - Identify strengths and achievements;

- Identify areas for improvement;
 - Assist with students in formulating their learning goals.
 - Set targets for future actions;

Contributing to the ePortfolio

- Document mentor meetings and feedback in the ePortfolio by completing an mentor advice form;
- At least one mentor advice form should be provided per Phase.

Engagement with other CHARM-EU assessment staff where necessary

- Identify when students are having difficulties, and directing students to appropriate CHARM-EU support services when required (e.g. inclusivity);
- Relay information on student assessment and progression to the Portfolio Assessment Committee where necessary;
- Assist on student remediation plans where necessary;
- Serve as a positive role model for CHARM-EU students;
- Participate in the evaluation of CHARM-EU at the end of the programme.

3.3. Mentor time commitment

Each CHARM-EU mentor will commit **3 contact hours, per phase, per student**. This means that across the three phases of the Master's in Global Challenges for Sustainability, a mentor will have a total of 9 contact hours with students. A mentor will be responsible for a maximum of 5 students.

Mentors will be expected to take part in a mentor training programme. This will be a maximum of 5 hours including two short online modules (2 hours total) and one online live workshop (2 hours total)

During the Masters programme, mentors will have one (1 hour) optional check in session per phase with each other (Mentor Meet). This will support mentor networking.

3.4. Best practices for mentoring

Mentoring in CHARM-EU is different than being a teacher; rather than teaching students module content, and formally assessing them, mentors listen and ask questions. They help students form learning goals, and support them in the plan of action their need to achieve

these. Mentors “listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging”².

Three main factors define the success of the mentorship:

- Preparedness of the mentors
- Preparedness of the mentee
- Availability of the mentor

According to Feiman-Nemser (1990), mentoring is conceptualized as an amalgam of continuous professional development practices performed by mentees and mentors (Feiman-Nemser, 1990). In Maynard and Furlong’s (1993) hybrid model of mentoring, the mentor’s main task is to introduce the mentee to their profession by frequent interactions and professional cooperation. By providing an ongoing opportunity for interaction, mentors can help mentees survive the induction part of their career and also influence retention in education. Further, mentors are also required to develop various competencies for learning (Anderson and Shannon, 1988; Hobson *et al.*, 2009, Hudson, 2013), help to define and identify themselves in the given context (Fairbanks *et al.*, 2000; Marable and Raimondi, 2007), and give continuous mental and emotional support (Johnson *et al.*, 2005, Mathur *et al.*, 2013).

3.4.1. Mentoring relationship

A good relationship between mentor and mentee is very important and plays a key role in the success of mentoring. Table 1, retrieved from Clutterbuck, D. (2005)³, describes the competencies required during different phases of mentoring. It is useful to review this table to give you an idea of the competencies needed during these different phases.

² Clutterbuck, D. (2014). Everyone needs a mentor (5th edition). Kogan Page 22

³ Clutterbuck, D.. (2005). Establishing And Maintaining Mentoring Relationships: An Overview Of Mentor And Mentee Competencies. South African Journal of Human Resource Management. 3. 10.4102/sajhrm.v3i3.70.

TABLE 1
SOME SUGGESTED MENTOR COMPETENCIES FOR EACH PHASE OF THE
MENTORING RELATIONSHIP (CLUTTERBUCK & LANE, 2005)

Mentorship relationship phase	Suggested competence
Building rapport	Active listening Empathising Giving positive regard Offering openness and trust to elicit reciprocal behaviour Identifying and valuing both common ground and differences
Setting direction	Goal identification, clarification and management Personal project planning Testing mentee's level of commitment to specific goals Reality testing-helping the mentee focus on a few, achievable goals rather than on many pipedreams
Progression	Sustaining commitment Ensuring sufficient challenge in the mentoring dialogue Helping the mentee take increasing responsibility for managing the relationship Being available and understanding in helping the mentee cope with set-backs
Winding down Professional friendship	Manage the dissolution process Ability to redefine the relationship when it has run its formal course

3.4.2. Types of questions used in mentoring

It is also important to consider the types of questions you can ask during your mentor meetings. Table 2⁴ gives some examples of these questions.

⁴ Clutterbuck, D.. (2005). Establishing And Maintaining Mentoring Relationships: An Overview Of Mentor And Mentee Competencies. South African Journal of Human Resource Management. 3. 10.4102/sajhrm.v3i3.70.

TABLE 2
TYPES OF QUESTIONS USED IN MENTORING
(KLASEN & CLUTTERBUCK, 2002:158)

Type of question	Aim of question	Examples
Reflective	Get mentee to say more about an issue and to explore it in more depth	"You said ... can you explain in more detail how you mean this?"
Hypothetical	Introduction of new ideas on part of mentor; making suggestions	"What about...?" "What if...?"
Justifying	Obtaining further information on reasons, attitudes, feelings	"Can you elaborate on what makes you think that?"
Probing	Discovering motivations, feelings and hidden concerns	"What would you perceive as the cause of this?" "When did you first experience that?"
Checking	Establishing whether the mentee has understood clearly	"Are you sure about that?" "Why do you feel this way?"

3.4.3. Characteristics of a "good mentee"

In addition to considering the characteristics and competencies of a mentor, it is also important to reflect on what the characteristics of a good student mentee are. These can include.

- Be open, communicative, and ready for mutual feedback.
- Have goals, expectations, and plans for mentoring.
- Try to build a relationship of trust with the mentor.
- Take care of the mentoring relationship.
- Accept (as much as you know) that both he and the mentor can make mistakes.
- Try to be flexible.
- Focus on the relationship rather than "what you can get" or "what comes to it".
- Respect the person of the mentor, respect the boundaries of the mentoring relationship.
- Know and be able to maintain the confidentiality of confidential information arising from the relationship be able to "handle in place" (Nagy, 2011).

3.5. The Student mentee / Mentor meetings

Meetings between students and mentors are a key part of the CHARM-EU experience. In this section, we provide guidelines for meeting activities.

3.5.1. The first meeting

The first meeting is an opportunity for the mentor and the mentee to get to know each other better and build a relationship. It is also an important time to establish ‘ground rules’ for future meetings, also known as the mentoring contract.

In this first meeting, the following activities are recommended:

- Pre meeting
 - Introductory email (see Appendix A for a sample)
- Introductions
 - Ice breaker (see Appendix B)
- Explain the purpose of mentoring in CHARM-EU
- Explain the format of the meetings
- Explain your commitment
- Explain what is expected from the student
- Schedule all meetings for the first phase

Checklist for your first meeting

Complete	Action
<input type="checkbox"/>	Introduced yourself and your experience to the student
<input type="checkbox"/>	Explained the format of the meetings and their purpose
<input type="checkbox"/>	Explained your commitment to them
<input type="checkbox"/>	Explained what is expected from by the student
<input type="checkbox"/>	Meetings scheduled for first phase (minimum 3)
<input type="checkbox"/>	Other items relevant to the mentor and student

3.5.2. Meetings during the Masters

After the first meeting, mentors and student mentees will have scheduled future meetings within the first phase. To prepare for these meetings, mentors access the student’s ePortfolio and reads feedback from assessments provided in the module, and the student reflection in the mentor advice form. This will help guide and scaffold student mentees and mentor meetings. In addition, mentors will work with student mentees to set SMART learning goals. Use this checklist to check that you have completed all important actions.

Checklist for meetings during the Masters

Complete	Action
<input type="checkbox"/>	Consulted the student's E-portfolio before the meeting. Note down any areas for discussion e.g. assessments where the student performed above or under expectation for the phase the student is in.
<input type="checkbox"/>	Checked in with the student and how they are progressing in the Master's generally
<input type="checkbox"/>	Referred to specific assessments in the E-portfolio in your discussions
<input type="checkbox"/>	Set SMART learning goals together or followed up on these. Appendix C discusses what SMART learning goals are.
<input type="checkbox"/>	Provided student with defined actions to complete.
<input type="checkbox"/>	Helps/guides the student making decisions about next phases.
<input type="checkbox"/>	Give student time to bring up issues or concerns
<input type="checkbox"/>	Completes mentor advice form

3.5.3. Final meeting

The final meeting always includes a closing the relationship section where the parties discuss what both of the learned and how they want to use the benefits of this relationship.

Checklist for the final meeting

Complete	Action
<input type="checkbox"/>	Consulted the student's E-portfolio before the meeting. Note down any areas for discussion e.g. assessments where the student received positive or negative feedback from teachers.
<input type="checkbox"/>	Checked in with the student and how they are progressing in the Master's generally
<input type="checkbox"/>	Referred to specific assessments in the E-portfolio in your discussions
<input type="checkbox"/>	Set SMART learning goals together or followed up on these. Appendix C discusses what SMART learning goals are.
<input type="checkbox"/>	Provided student with defined actions to complete.
<input type="checkbox"/>	Helps/guides the student with professional next steps.
<input type="checkbox"/>	Give student time to bring up issues or concerns

3.5.4. Activities in all meetings

- Guidelines for what mentors should do for these meetings
 - Review all Module assessment feedback in the portfolio
 - Review student reflections in the mentor advice form
- Sample activities and reflection questions
- Minimally once per phase: write a mentor advice in the Eportfolio. This advice includes:
 - Appraisal of the student's progression
 - Appraisal of the student's reflection

3.6. Top tips for mentoring⁵

- **Let the mentee take the lead** – Mentees are encouraged to take the initiative and to drive the mentoring relationship. Encourage your mentee to take initiative. Ask them what they want from mentoring and what they hope to achieve. Be a guide, not a supervisor.
- **Set objectives together** - Work together with your mentee at the beginning of your contact to define some SMART (Specific, Measurable, Assignable, Realistic, Time-related) objectives. Encourage them to make a simple plan for working towards those objectives and review the progress they are making. Be sure to acknowledge what you have achieved together and what the next steps should be.
- **Encourage them to reflect** - Encourage your mentee to be open-minded and to reflect on their learning goals. Ask them what was rewarding or challenging, and what they learned from their experience.
- **Be a critical friend** – Your mentee will have many questions about their learning goals, and their future. Do your best to clarify and support your mentee in developing their learning goals, and in their future career development.

⁵ Retrieved and adapted from <https://www.tcd.ie/Careers/assets/pdf/graduate-pdf/mentor-handbook.pdf>

- **Encourage them to access more help** - All CHARM-EU students have access to a wide range of services. Please encourage them to ask for help if they need it.

4. Training, administration and logistics

4.1. Training information

4.1.1. Training before the academic year

Masterclass: Best practices for mentoring and good mentoring techniques

During this training we are going to give attention to

- Practicing particular approaches to mentoring, and explicit critical reflection on that practice;
- Networking with other mentors to enable sharing and mutual interrogation of mentoring practice;
- Sustain development with preparation for further development and networking.
- Supporting mentees' development of reflective practice;
- Establishing and sustaining confidentiality in the mentoring relationship;
- Tailoring mentoring to mentees' individual needs.

We will also focus on conversation techniques, they include:

- Active listening techniques
- Summarize and ask follow up questions
- How to structure a student-mentor meeting
- How to provide feedback
- How to support student's reflective skills
- the ideal nature/balance of the mentoring relationship (ON-SIDE- Hobson, 2017)

E-module assessment programme

Two fully online modules will be provided that mentors can complete in their own time.

Information will include:

- How to look at the Module assessment data?
- When should I contact the Portfolio Assessment Committee?



- What if a student doesn't listen to my feedback?
- How to work with Scorpion?

4.2. Support for Mentors

- Each mentor will complete a CHARM-EU mentor training programme before meeting their students for the first time.
- Mentor Teams Channel for all Mentors to network and ask questions
- A dedicated contact person for any administrative questions.

4.3. Accessing student e-portfolios

When you are matched with a student, you will be provided access to their E-portfolio on the Scorpion platform.

Full information about accessing student e-Portfolios is available on the Introduction to CHARM-EU mentoring Moodle module. If you have any difficulties accessing this module or the e-Portfolio please contact charm@uu.nl.

5. Contact information

5.1. Mentor manager

For any queries on mentoring please contact Jenny Kirkwood at KIRKWOJ@tcd.ie.

5.2. First line administrative support

For any queries on mentor administration please contact the Joint Virtual Administrative Officer (charm@uu.nl).

5.3. Mentor payment and contracts

Each CHARM-EU institution is responsible for mentors who are employed at their university. If you have queries about your contact or your payment please contact:

- Trinity College Dublin: Conor Spillane CSPILLAN@tcd.ie.
- University of Barcelona: Anna Franzil franzil@ub.edu.
- Utrecht University: Rianne Giethoorn r.l.giethoorn@uu.nl.
- University of Montpellier: Juanfei Huang yuanfei.huang@umontpellier.fr.
- Eotvos Lorand University: Ferenc Tako ferenc.tako@rk.elte.hu.

5.4. Pedagogical support

For pedagogical support on mentoring please contact Zsuzsa Kovács at
kovacs.zsuzsa@ppk.elte.hu



6. Appendix A: Sample introductory email to student

Dear <student name>

My name is <mentor name> and I've been assigned to be your CHARM-EU mentor.

I'm looking forward to speaking with you about your work on this Master's and to help you reach your goals in learning the material.

A little more about myself. My background is xxx and I work at XXX as a XXX.

In this email I would like to arrange our meetings in Phase 1. My best days to meet are Thursdays and Fridays, and I was thinking we could meet on campus or online. If you indicate your availability for these three meetings using this Doodle pool.

I look forward to meeting you in September during the induction week.

Best Regards

Xxx



7. Appendix B: Sample mentor / student exercises

Ice breaker exercises

<http://www.werkvormen.info/werkvorm/stel-je-voor-aan-de-hand-van-je-hand>

What?

Students tell about themselves using their five fingers

How?

Raise your hand and ask students to introduce themselves with their hand. Relate to each finger a clear question, for example:

- thumb: where are you good at?
- Index finger: what do you want to achieve?
- Middle finger: what do you hate?
- Ring finger: where are you loyal to?
- Pinky: wherein are you small?

Ask every student to answer this question by raising his/her hand. By doing this exercise you provide structure to the ice breaker and make sure that the student keep it short and simple.



8. Appendix C: SMART Learning Goals

<https://uncw.edu/career/documents/writingsmartlearningobjectives.pdf>

https://www.uab.edu/medicine/obgynresidency/images/PDFs/Handbooks/Writing_SMART_Goals.pdf